Reading Assessment: SCSU Literacy Center

**Student Name**: **School:**

**Date of Birth:**   **Grade:**

**Age:**  **Clinician(s):**

**Date(s) of Testing:** **Supervisor:** M. Rafferty

**General Information:** The primary purpose of this report is to describe \_\_\_\_\_\_\_\_ oral and

silent reading performance as an eight year-old student in third grade. To evaluate \_\_\_\_\_\_\_\_\_ reading, he completed the following assessments:

1. Elementary Reading Attitude Survey (ERAS),
2. Comprehensive Test of Phonological Processing (CTOPP),
3. Dominie Reading and Writing Assessment,
4. RED Phonics Survey,
5. Test of Word Reading Efficiency (TOWRE),
6. Qualitative Reading Inventory 5 (QRI),
7. Peabody Picture Vocabulary Test 4th Edition (PPVT-4),
8. Gray Oral Reading Test 5th Edition (GORT5),
9. Test of Written Spelling (TWS4),and
10. Test of Early Written Language (TEWL).

These tests provide information on\_\_\_\_\_\_\_\_\_\_\_ level of proficiency in a number of reading and writing areas including phonological processing, word identification, fluency, vocabulary, spelling, comprehension, and composition.

**Background Information:**

**Behavioral Observations**:

**Understanding Standard Scores:** The results of most of these tests are reported in standard scores and percentiles. Standard scores between 8 and 12 indicate average performance. When looking at percentile scores, the average range falls between the 25th and 75th percentile. Therefore, if \_\_\_\_\_\_\_\_\_\_\_scored in the 50th percentile, his performance on a particular reading task is equal to or better than 50% of students of a comparable age or grade. Average scores on other standardized tests fall between 90 and 110. In this case, a standard score of 100 is commensurate with a score at the 50th percentile. Finally, some tests may use both scales when reporting standard scores. For instance, average standard scores for individual subtests fall between 8 and 12, but composite scores (combined subtests) or quotients (overall total) are based, generally, on an average scale ranging from 90-110.

**Clinic Assessments**

**Reading Attitude**

Elementary Reading Attitude Survey (ERAS)**:** The ERAS is a measure of a student’s attitude toward recreational and academic reading. It also provides a score for attitude toward total reading based on grade level. This information may be valuable for instructional planning since attitude, engagement, and motivation can be central factors affecting a student’s reading performance.

**Scores**

|  |  |
| --- | --- |
| **Reading Area** | **Percentile** |
| **Recreational** |  |
| **Academic** |  |
| **Total Reading** |  |

**Results:** Scores indicate

**Reading Capacity**

1. **Phonological Processing:**

Comprehensive Test of Phonological Processing (CTOPP): The CTOPP assesses six subcategories of phonology, which provide three composite scores.

**Phonological Awareness** refers to a child’s awareness of and access to the sound structure of oral language. This is assessed by two tasks, Elision task and Blending words. The Elision task requires the deletion of syllables and then phonemes (sounds) from words. The blending words task asks a child to combine or blend separate sounds to form words.

**Phonological Awareness**

|  |  |  |
| --- | --- | --- |
| Subtest | Standard Score | Percentile |
| Elision | 9 | 37th |
| Blending Words | 8 | 25th |
| Composite | 91 | 27th |

**Phonological Memory** refers to the ability to code information phonologically for temporary storage in working or short term memory. This area is measured by the extent to which a child can 1) correctly repeat a series of numbers, and 2) accurately repeat nonwords that gradually increase in length.

**Phonological Memory**

|  |  |  |
| --- | --- | --- |
| Subtest | Standard Score | Percentile |
| Memory for Digits |  |  |
| Nonword Repetition |  |  |
| Composite |  |  |

**Rapid Naming** refers to the ability to efficiently retrieve phonological information from long term or permanent memory. Rapid naming is assessed by the speed with which letters and numbers are recalled.

**Rapid Naming**

|  |  |  |
| --- | --- | --- |
| Subtest | Standard Score | Percentile |
| Letters |  |  |
| Digits |  |  |
| Composite |  |  |

**Results:**

Supplemental subtests of the CTOPP were also administered. These subtests further assessed phonological awareness and rapid naming skills.

|  |  |  |
| --- | --- | --- |
| Supplemental Subtest | Standard Score | Percentile |
| Rapid Color Naming |  |  |
| Rapid Object Naming |  |  |
| Composite |  |  |
|  |  |  |
| Blending Nonwords |  |  |
| Segmenting Nonwords |  |  |

**Supplemental Subtest Results:**

1. **Decoding/Word Identification/Fluency:**

**Dominie Inventory of Onsets and Rimes**: The Dominie Inventory of Onsets and Rimes assesses a student’s ability to provide the sound unit that is appropriate to an onset (initial letter or cluster of letters) or rime (a spelling pattern beginning with a vowel). As students read, they learn to recognize “chunks” of words such as prefixes and suffixes that enable them to decode single and multi-syllable words.

|  |  |
| --- | --- |
| Subtest | Stanine |
| Onsets | **5** |
| Rimes | **4** |

**Results:** A stanine score range of 4-6 is considered within normal limits.

**RED Phonics Survey**: The Red Phonics Survey includes subtests in letter name identification, consonant sounds, vowel sounds, reading and decoding, and spelling. This informal assessment is helpful in understanding a student’s grasp of phonic elements. This test is a mastery test. It is expected that students will ultimately answer all items correctly. In a five-item subtest, a student who misses two or more items would benefit from more direct instruction in the indicated element. In ten-item subtests, three or more errors warrant attention.

**RED Scores**

|  |  |  |  |
| --- | --- | --- | --- |
| **Alphabet Skills** |  |  |  |
| Letter names – uppercase |  |  |  |
| Letter names – lowercase |  |  |  |
| Consonant sounds |  |  |  |
| Long vowel sounds |  |  |  |
| Short vowel sounds |  |  |  |
|  |  |  |  |
| **Reading & Decoding Skills** | Total | Real Words | Nonsense Words |
| Short vowels in CVC words |  |  |  |
| short vowels, digraphs, -tch trigraph |  |  |  |
| consonant blends w/short vowels |  |  |  |
| long vowel spellings |  |  |  |
| variant vowels & diphthongs |  |  |  |
| r- and l- controlled vowels |  |  |  |
| multisyllabic words |  |  |  |
|  |  |  |  |
| **Spelling Skills** |  |  |  |
| Initial consonants |  |  |  |
| Final consonants |  |  |  |
| CVC words |  |  |  |
| Long vowel spellings |  |  |  |

**Results:**

**Dominie Core Reading Words**: The Dominie Core Reading Words Assessment assesses a student’s reading vocabulary. The targeted words in this assessment are derived from words in reading texts typically found in third grade.

|  |  |  |
| --- | --- | --- |
| Subtest | Raw Score | Stanine |
| Core Reading Words |  |  |

**Results:**

**The Test of Word Reading Efficiency (TOWRE):** The TOWRE is a timed test that assesses a student’s ability to quickly and accurately read sight words as well as his ability to apply phonetic and structural analysis strategies to decode single and multisyllabic nonsense words.

|  |  |  |
| --- | --- | --- |
| Subtest | Standard Score | Percentile |
| Sight Word Efficiency |  |  |
| Phonemic Decoding Efficiency |  |  |
| Total Word Reading Efficiency |  |  |

**Results:**

**QRI TEST DATA (Word Identification)**

**The Qualitative Reading Inventory (Graded Word Lists):** Rather than indicating a “score” per se, the Qualitative Reading Inventory (QRI) provides the means through which educators can report on the reading behaviors and performance of a child using materials typical of that student’s particular grade. It is an individually administered informal reading test made up of word lists and passages. The QRI is useful in determining a student’s reading level and helping teachers plan instruction as it pertains to building sight word vocabulary and decoding skills.

|  |  |  |
| --- | --- | --- |
| Level | Word List % | Word List Read Level |
| Grade 1 |  |  |
| Grade 2 |  |  |
| Grade 3 |  |  |

**Results:**

1. **Vocabulary**

**Peabody Picture Vocabulary Test – 4 (PPVT**): The PPVT-4 can be considered an achievement test of receptive (hearing) vocabulary; in this way, it can be used to measure a child’s current level of vocabulary acquisition. During administration, a child is asked to point to or identify the correct illustration of a spoken target word. The average range for standard scores on the PPVT-4 is from 85 to 115. If the standard score was 100, the individual taking this particular test scored in the 50th percentile.

|  |  |  |
| --- | --- | --- |
| **Standard Score** | **Standard Error of Measurement** | **Percentile** |
|  |  |  |

**Results:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Totals** | **Nouns** | **Verbs** | **Attributes** |
| # Correct |  |  |  |
| # Incorrect |  |  |  |

**Observations:**

**Reading Ability**

1. **Comprehension**

**Gray Oral Reading Test (GORT5)**: The purpose of the GORT5 is to determine a student’s oral reading abilities in the areas of rate, accuracy, fluency and comprehension. Christopher’s rate and accuracy scores are determined by how long it takes him to read a passage and how many deviations from the print (errors) are made. The sum of the rate and accuracy scores are used to determine a fluency score which reflects his overall rate of reading and word recognition accuracy. After reading a passage, Christopher answered multiple-choice questions (literal, inferential, evaluative) based on the story. Responses to the questions determine his comprehension score for the passage.

Results of the GORT-5 are reported by standard scores. By combining the Fluency results with the results of Comprehension, the GORT-5 provides a total measure of oral reading performance. This score is called an Oral Reading Quotient.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Std. Score**  **(8-12 average)** | **Percentile** | **Oral Reading Quotient**  **(90-110 average)** |
| **Rate** |  |  |  |
| **Accuracy** |  |  |  |
| **Fluency** |  |  |  |
| **Comp Score** |  |  |  |
| **ORQ** |  |  |  |

**Results:**

**The Qualitative Reading Inventory (Passages):** As noted earlier, the QRI is an individually administered informal reading test made up of word lists and passages. The QRI is useful in determining a student’s reading level and helping teachers plan instruction as it pertains to building word reading accuracy in context, reading rate, fluency, and comprehension ability.

Reading comprehension is reported through the following levels\*:

|  |  |
| --- | --- |
| **Level** | **Characteristics** |
| **Independent**  **“easy”** | The level at which the student reads fluently (98% word recognition accuracy) with excellent comprehension (90%+); few or no repetitions while reading, attends to punctuation, excellent phrasing and appropriate expression. |
| **Instructional**  **“just right, comfortable”** | **The level at which the student can make maximum progress in reading with teacher guidance**; good comprehension (75-85%) and good word recognition (95-97%); some repetitions but reading is still fluent with adequate phrasing and expression. |
| **Frustration**  **“too hard”** | The level at which the student is unable to pronounce many of the words (< 95%) and/or is unable to comprehend the material satisfactorily (< 50%); slow, word-by-word reading; many unknown words and lack of expression. |

\* On occasion, a child’s reading will “bridge” two levels (i.e. independent/instructional, instructional/frustration) and show a variety of characteristics from more than one category. This may reflect the type of text (fiction/nonfiction), its length, and/or way in which comprehension was assessed (retelling, questions, etc.).

**Scores** (Oral Reading)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Text Level | Word Reading Accuracy  (in context) | Correct Words per Minute (CWPM)/ Reading Rate | Comprehension | Level |
| Primer |  |  |  |  |
| Level 1 |  |  |  |  |
| Level 2 |  |  |  |  |

**Results:**

1. **Spelling**

Test of Written Spelling - 4 (TWS-4): The TWS-4 is a norm-referenced test of spelling. Using a dictated word format (has no visual cues), the TWS-4 provides a valid estimate of a student’s ability to spell words in written form. The TWS-4 helps to identify children who may need direct instruction in spelling and, because it has two forms, the TWS-4 is a valuable assessment to measure overall improvement in spelling as a result of intervention.

**TWS Score**

|  |  |  |
| --- | --- | --- |
|  | Standard Score | Percentile |
| **Spelling** | **100** | **50** |

**Results:**

Spelling Inventory (Dominie)

The Dominie Spelling Inventory measures a student’s ability to spell 45 high frequency words. The student’s performance is compared to other students in terms of stanines performance levels by grade level.

|  |  |  |
| --- | --- | --- |
| **Grade 3** | **Raw Score** | **Stanine** |
| Spelling | 22/45 | 5 |

**Results**:

1. **Writing**

Test of Early Written Language-3 (TEWL): The TEWL is an individually administered, standardized test that is comprised of two subtests, Basic Writing and Contextual Writing. The Basic Writing subtest measures language comprehension and writing skills such as spelling, capitalization, punctuation, proofing, sentence combining and logical sentences. The Contextual Writing subtest measures elements of writing such as story format, cohesion, and story structure. Scores for both the Basic Writing and Contextual Writing are combined to determine the Overall Writing Index (OWI). The OWI is a measure of a student’s overall writing ability.

|  |  |  |
| --- | --- | --- |
| Test of Early Written Language | Standard Score | Percentile |
| **Basic Writing** |  |  |
| **Contextual Writing** |  |  |
| **Overall Writing Index** |  |  |

**Results**:

Sentence Writing and Spelling Assessment (Dominie)

The Dominie Sentence Writing and Spelling Assessment measures a student’s ability to hear and record phonemes in a dictated sentence. The task also measures the students’ ability to spell words correctly in detail. The student’s performance is compared to other students in terms of stanines performance levels by grade level.

|  |  |  |
| --- | --- | --- |
| **Grade 3** | **Raw Score** | **Stanine** |
| Phonemes |  |  |
| Spelling |  |  |

**Results**:

**Summary of Findings/Instructional Priorities:**

|  |  |
| --- | --- |
| **Strengths** | **Target Skills** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Integration of Findings/Recommendations:**

\_\_\_\_\_\_\_ is a \_\_\_\_\_grader who reads

**RECOMMENDATIONS:**

The following suggestions for strategy development are offered to \_\_\_\_\_\_\_ school team and family for consideration as they assist with his growth in literacy.

**Motivation for Reading**

**Spelling/Phonics/Word Recognition**

**Vocabulary**

**Comprehension**

**Fluency**

**Writing**

**RECOMMENDATIONS**

**Home:** To continue to support \_\_\_\_\_\_with their literacy growth as they develop as readers, family members can assist them at home by:

* Continue

Respectfully Submitted,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name

Clinician

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name

Clinician

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

M. Rafferty

Instructor/Clinic Supervisor

Southern CT State University